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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 2nd | **Week of:** | | November 14-18, 2016 | | |
| **Unit Vocabulary:** | | | | Unit vocabulary | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | discussion, overhead projector, video, textbook, reflections, reading of novel | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| ELACC12RL7: Analyze multiple interpretations of a poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. | | | | | | ELACC12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively | | | | | | | ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | | ELACC12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | | | | | | ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What are the distinguishing characteristics of the four sonnet types? | | | | | | What is the definition of a carpe diem poem? | | | | | | | What is a parable, and what literary elements do they contain along with Psalms and sermons? | | | | | How does Pi get his name? | | | | | | Why did Pi's family leave India? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Complete DGP exercise * Complete Lost at Sea exercise as an introduction to The Life of Pi novel now being read | | | | | | * Edit DGP * Answer question related to novel being read Life of Pi | | | | | | | * Writing activity for novel Life of Pi * Edit DGP and complete grammar activity | | | | | * Complete journal activity and share | | | | | | * Complete think/pair/write/share activity | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Set up for group sonnet lessons | | | | | | * Watch video clip aboout pastoral and carpe diem poems | | | | | | | * Define parable and determine if parables are used today? * Discuss purpose of Psalms, sermons, and parables in literature | | | | | * Prepare to read novel Life of Pi | | | | | | * Prepare to read novel | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Present remaining group sonnet lessons * Complete exercises for review * Determine meter by reviewing four major meters and exercise in recognizing meter | | | | | | * Read pastoral and carpe diem poems from textbook * write reflection on each poem * analyze/discss poems * Read Life of Pi if time | | | | | | | * Read parables * Read/discuss King James Psalms and parables * Determine literary elements in the selections * Discuss relevance to life in The Renaissance period | | | | | * Read novel Life of Pi and answer reading guide questions | | | | | | * Read novel and answer reading guide questions | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * group sonnet lesson material * DGP handout * sonnet exercises (handout) | | | | | | * textbook * Life of Pi handout * computer/overhead projector * video about poems | | | | | | | * textbook | | | | | * novel Life of Pi * Journal handout | | | | | | * novel Life of Pi * reading guide of Life of Pii | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content: Group Sonnet Lessons | | | | | | * Content: reflections and discussions | | | | | | | * Content: reading and discussion of Renaissance litearture | | | | | * Content: reading of novel | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * rubric for sonnet lessons | | | | | | * observational checklist | | | | | | | * Informal | | | | |  | | | | | |  | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | | survival exercise | | | | ***Formative:*** | | | | | observational checklist | | ***Formative:*** | | | | discussion and reading of literature | ***Formative:*** | | observational checklist of reading novel | | | | ***Formative:*** | | | observational checklist of reading novel and answering reading guide questions |
| ***Summative:*** | | Group sonnet lessons | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read novel Life of Pi and answer  reading guide questions | | | | | | Read novel Life of Pi and answer Reading Guide questions | | | | | | | Read novel Life of Pi and answer reading guide questions | | | | | Read Life of Pi  Answer reading guide | | | | | | Read novel Life of Pi and answer reading guide questions | | | |
| **Resources and Reflective Notes:** | | | | | | | | ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT  IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR  PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A  “TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,  ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS. | | | | | | | | | | | | | | | | | | | |